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ABSTRACT

This paper explores the complexities in transitioning from the role of a counselor to that of a counselor educator, integrating a review of the literature on counselor pedagogy with personal experience. The role of the counselor, the teacher, and the parallels and disjunctions between those roles as well as possible ways to bridge them are among the topics examined. The paper discusses the apparent dearth of discussion and debate in the literature concerning the process of counselor education and supervision and the demands of the counselor educator role. In an effort to explore these concerns, the paper first traces the counselor role and its implications, focusing primarily on attributes of counselors. The role of the teacher is similarly explored for comparison with that of the counselor. Supervision is suggested as a potential conceptual bridge between counseling and teaching since it is as close to either role and shares much in common with both. Supervisors do engage in raising awareness, helping supervisees to examine aspects of themselves that may be stimulated by the process, as well as general self-exploration about professional development, ethical issues, or even personal issues. The paper concludes with a discussion on the process of becoming a counselor educator, subsequent learning experiences, and a beneficial model for the educating of counselors. (Contains 22 references.) (GCP)

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Running Head: COUNSELOR AS EDUCATOR

Navigating the role of Counselor Educator: The Counselor as Teacher

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Abstract

This paper explores the complexities in transitioning from the role of a counselor to that of a counselor educator, integrating a review of the available literature on counselor pedagogy with personal experience. The role of the counselor, the teacher, and the parallels and disjunctions between those roles as well as possible ways to bridge them are among the topics examined.

Navigating the role of Counselor Educator: The Counselor as Teacher

Introduction

The construct of counselor educator is one that I am in a process of developing. The role of counselor is professionally primary, in that any role I may have as an educator is derived from the core role of counselor. Nevertheless, the demands of an educator do not seem to me to be necessarily congruent with those of a counselor. Increasingly, as I begin to think of myself as a counselor educator, I find myself troubled by the contradictions. As I gain experience in teaching, I am confronted with the discrepancies between the two roles. Being a counselor educator is a thorny and paradoxical construct that I must learn to negotiate.

When I first thought about the ambiguity of this construct, I took it for granted that there would be discussion and debate in the literature about it that would guide my exploration. The process of counselor education and supervision is deemed important enough, and the role of the Counselor Educator significant enough to have the Association for Counselors Education and Supervision (ACES) specializing in issues arising in this profession. However, much to my surprise (and dismay) I found little that dealt with these issues. There is plenty of information and discussion on counselor education issues such as enhancing multicultural counseling competency, developing practicum programs that effectively teach skills, recruiting students into programs, job placement and after effects of gaining a master's degree in counselor education, and so on. Yet beyond some cursory attention to faculty-student relationships and the importance of mentoring, there is little said about the profession of being a counselor educator and the demands of the role. In particular, while there are many articles and studies that examine the ways in which teachers require some counseling skills, there is scant information on the counselor being a teacher. Most especially, a teacher of counseling theory and practice to counselors-in-training.

In the counseling profession's Code of Ethics (American Counseling Association, 1995, in Hackney & Cormier, 1996)), under Section F regarding teaching, training, and supervision, the code states that being a counselor educator and trainer involves being skilled as both a teacher and a practitioner. Not only are we to be knowledgeable about the profession but we are also required to be able to apply that information as well as ably transmit that information. While there is plenty of ethical and practical information devoted to being a competent practitioner, not even in the ACES ethical guidelines was there any information on how specifically to be an effective teacher. So, though the ethical code recognizes the need for teaching skills, it stops short of establishing the specifics of what sorts of skills and the means by which to acquire them.

After having reviewed literature in counselor education, higher education, and teacher education, and come up empty-handed, I wondered if this silence is reflective of the issues with which the profession refuses to grapple. Do we have the notion that skills as a counselor, somehow translate to universal skills that are applicable with any persons, in any context, and for any purpose? While teachers may indeed benefit from counselor-related skills such as listening skills or accurate reflection, surely teaching must have aspects to it that are not part of a counselor's arsenal. Factors of teaching that occur to me as being incongruent with the counselor's role and areas of expertise include working with large groups of people, imparting large amounts of information, evaluating and grading, and simultaneously balancing the needs of the individual learner with the needs of the class, the program, and the profession. In addition, as counselor educators, we deal with graduate students, so the vast literature on student learning, based developmentally on the traditional college-aged undergraduate is by and large irrelevant. Graduate education is also different for master's level programs which largely train and foster practitioners, while doctoral programs encourage research and scholarship, and presumably a focus on becoming the next generation of counselor educator. How then do we navigate a paradoxical role that combines both aspects of being a counselor and an educator?

To answer such questions, in this essay, I propose to trace the counselor role and its implications, the role of the teacher and then perhaps locate bridges that allow passage between the roles to be able to incorporate them into a singular construct of counselor educator.

The role of counselor

The role of the counselor is difficult to define, partly because it is used in a variety of places to describe a variety of functions. Thus, there have been financial counselors to advise on money, financial aid counselors on not having enough money, employment counselors for getting the money, camp counselors for the younger ones, retirement counselors for elders, nutrition counselors for food queries, and so on, none of which have much to do with the role as we envision it in counselor education departments. To differentiate the process of interpersonal counseling, there is increasingly widespread usage in the profession of the title of *professional counselor* (Hackney & Cormier, 1993). In making this a protected title in many states, there has recently been less confusion, though different states protect different titles such as licensed professional counselor or mental health counselor (Fong, 1990). Many people unfamiliar with the field still associate all counseling with schools, and guidance with counseling.

Fong (1990) reviewed and summarized the descriptions of counseling in introductory counseling textbooks, and found that the role descriptions included helping persons to reach their highest level of functioning and overcome hindrances, dealing with immediate problems and improving life situations, preventing difficulties, and resolving developmental, personal, social, vocational and educational problems. In addition, to the necessity of distinguishing professional counseling from every other kind of counseling that the world seems called upon to have, we also need to differentiate it from the related professions of psychology and social work. Perhaps the primary distinction is that counselor education departments often reside in schools of education, as opposed to Arts

and Sciences for psychology or a separate school for social work. Other than that, our coursework often overlaps and is readily transferable. In fact, we all, regardless of our specific professional title within the helping professions, use the same tools, if for different purposes and ends.

Very often a developmental perspective is considered integral in professional counseling, and a means of distinguishing it from the other helping professions. According to Brooks and Gerstein (1990), counseling is a process that "insists upon the necessity of viewing clients as basically healthy individuals whose problems are developmental in nature." (p.477). In the Preamble to the American Counseling Association Code of Ethics, the association is defined as an organization that encompasses education, science and professionalism for members who "are dedicated to the enhancement of human development throughout the lifespan." (ACA, 1995, p.1) In my particular specialization in mental health counseling, the counselor role was defined as helping persons "determine and attain their optimal level of psychosocial functioning by prevention, remediation, rehabilitation, and enhancement of the quality of life" (Fong, 1990, p.109). Heck (1990) submitted that we must, as counselors, know who we are *not* and in what direction we are *not* heading, as a way to distinguish ourselves from other similar professions. The focus on development, he argued, was insufficient since while it added to the issue of stability, it did not do much for distinctiveness, because most actions in helping professions could be construed as developmental. In this vein, Sherrard and Fong (1991) also argued for a professional title of mental health counseling, with a subspecialty in the various areas of career, higher education, school, or community counseling.

Counselor Attributes . If the identity of a counselor appears to encompass many of the aspects of teaching, or at least, not contradict them, perhaps more insight can be gained from exploring the attributes associated with being a counselor. In his introductory text on counseling, Corey (1996) instructs newcomers to the field that the profession and the

person of the counselor cannot be separated. Attributes of the person include having a sense of self-appreciation, flexibility and tolerance of ambiguity, authenticity and congruence, being motivated to help others, able to maintain healthy boundaries and have a sense of identity (Corey, 1996). The last two attributes listed are somewhat ironic, since we apparently expect ourselves as persons to be healthier and more differentiated then we are as professionals with a finger in every pie.

Perhaps one of the keys to the confusion is that the practice of counseling is very much identified with the counselor-offered facilitative conditions originally proposed through person-centered counseling (Hackney & Cormier, 1993; Corey, 1996). In our stance towards clients we are taught to be empathic, non-judgmental listeners, who encourage the client to take central position and find his or her own answers. The general conclusions from the research on counseling effectiveness is that these facilitative conditions are important in establishing a therapeutic environment that fosters growth. Yet in counselor education, we do not necessarily use all of these attributes since they might in fact be counterproductive.

Kottler (1992), in an opinion piece, lamented that counselor educators often did not serve as the models of the values they espoused. According to him, if we teach students that the attributes of warmth, sensitivity, caring, respect, and unconditional positive regard are so crucial to effective counseling, then we must also model such characteristics or else risk being hypocrites. While I applaud Kottler's stance on demanding accountability from ourselves as educators, I find some of his assumptions problematic. His argument appears to rest on the assumption that since many of the attributes of effective counselors are embodied in the person of the counselor, the counselor in person is the same as a counseling person. We don't expect this of other professions (for instance to have doctors only focus on the biology of all they interact with in every part of their life) so why would we expect it of ourselves? During my Master's program in counseling, I and many of my peers came to a realization somewhere in the

second year, that we were being counselors everywhere we went and that this was exhausting as well as destructive to our relationships. While we might use counseling-related skills such as listening empathically, or responding reflectively in our personal relationships, we could not be counselors in these relationships or else we became one-up givers. We discovered that it was necessary, to sustain ourselves, to have personal relationships where we could allow ourselves to be authentically nasty, whiny, self-aggrandizing, insensitive, judgmental, and human.

Similarly, if we embodied all the attributes of counselors as educators, there would inevitably be conflicts. How can we be unconditionally positive and turn around and evaluate students on their progress and achievements? The same stance that perceives a client as being intrinsically worthwhile, doing the best he or she can in the course of their lives, can be adapted towards students, but must be differentiated. After all, a client need not match any scale other than entry into counseling to be a client. A student in counselor education, on the other hand, must demonstrate competency according to some defined set of criteria. Our responsibility as counselor educators is also to protect and serve the future clients of these would-be counselors. We act as educators, but also as gatekeepers to the profession.

Based on research reviewed, Hackney and Cormier (1993) generate a list of eight qualities associated with effective counselors. These are self-awareness and understanding, good psychological health, sensitivity to and understanding of racial, ethnic, and cultural factors in self and others, open-mindedness, objectivity, competence, trustworthiness, and interpersonal attractiveness. All of these attributes would be applicable to competent teachers, though perhaps less stringently. Am I then underestimating the scope of counseling, since the attributes seem so applicable to good teaching? I don't think so, since the ethical code (ACA, 1995) in separately naming the counselor educator requirements of being a skilled practitioner and skilled teacher, implicitly delineated them as distinct. Many of the features of the ways in which effective

counselors regard clients can be adapted towards students, but it seems to me that in accordance with Heck (1990), it is first necessary to distinguish how teaching is a separate function, before examining the areas of overlap.

The role of teacher

For the purposes of this essay, I am going to focus on those aspects of teaching that have significance for the role of a educator within higher education setting. Teaching has been defined, similarly to counseling, as both an art and a science. The American Association of University professors (AAUP) Statement of Professional Ethics, affirm the professor's role in being a seeker of knowledge and a promoter of the pursuit of learning (Centra, 1993). This being a rather broad and general statement, it might be more fruitful to look at the content of teacher functions in higher education.

In a study of the characteristics of good teaching, Feldman (1988, in Centra, 1993), found that characteristics of sensitivity and concern for class progress, preparation and organization of the course, knowledge of the subject, enthusiasm for teaching, clarity, and fairness were ranked highly by both faculty and students. However, as Centra (1993) pointed out, one of the issues with gathering perceptions of teaching is that most people tend to report on what they associate with teaching, namely the didactic teaching method. In reality, the hallmark of effective teaching is good learning. Most methods of teaching can be, and often are, based on methods of learning. Just as counselors often define themselves by their theoretical orientations, which are systems of explaining how human beings function and change, teachers can be rooted in an explicit or implicit theory of how students learn.

While some of the characteristics of teaching are consistent with counseling, there is a different slant on them, as well as including some factors that are completely different. Interpersonal sensitivity may be shared across roles, but how a counselor and a teacher choose to attend to and deal with issues that arise may be very different. A counselor may

encourage the expression of unrestrained emotion, while a teacher may discourage it given the classroom space. While counselors may keep case notes on clients, they do not know ahead of time the course of counseling or have assigned topics that they need to cover; the client, to a great extent, determines the course of counseling. A syllabus on the other hand, as I have discovered, requires an enormous amount of work prior to the class, both in articulating objectives and goals, designing methods and content areas to meet such objectives, and devising assignments that will measure, or at least enhance, successful learning of the objectives. A teacher needs to both have a clear sense of the journey that he or she is going to take the class on for the duration of the semester, as well a flexible approach to the needs of the class (akin to deciding how many rest stops to make along a journey as needed).

Knowledge of the subject is another area of difference between practitioners and teachers. I have known practitioners who are extremely gifted in the practice of counseling, but cannot necessarily articulate or explain their rationale for the intervention they chose. They have a knowledge of counseling that is intuitive as opposed to intellectual. It is possible, I believe, to embrace both kinds of knowledge, but it seems that to be a teacher, one is required to be able to articulate one's knowledge beyond simply possessing it. Given the ambiguities, complexities, and contradictions in counseling, teaching counseling requires both clarity regarding the complexities, and humility about the rightness of one's own accommodation to such uncertainties.

Parallels and disjunctions between counseling and teaching

Counseling has always, except perhaps for the die-hard person-centered counselor, had educational elements. Bibliotherapy is an example of information giving that is a useful tool in counseling. Depending on client needs and contexts of counseling, we may well teach social or vocational skills in the course of counseling. In most theoretical orientations, we end up teaching the client a common shared language to refer

to psychological processes. So, we can then refer in short hand in the counseling relationship to the clients "shoulding yourself", resistances, defenses, and have the client understand. All counselors are ethically bound to educate clients (especially novices) on the process of counseling and what will be involved.

There are comparable therapeutic aspects of teaching. For instance, with the increasing research on effective teaching strategies, the lecture method is rated as one of the least effective in student retention of information (Centra, 1993). In more collaborative learning approaches, teachers strive to incorporate concrete experiences, reflective observation, abstract conceptualization, and active experimentation, in helping students learn material. Inviting students to share thoughts, responding positively to risk-taking while confronting erroneous ideas gently, encouraging both intellectual and affective exploration of ideas, and facilitating growth all require skills that are also shared by counselors. Accurate listening and an open, accepting attitude will do much to solicit student discussion. Building a classroom space that is safe enough to allow risk-taking is affiliated with the therapeutic environment one seeks to build in counseling.

In both counseling and teaching, the power differential is skewed in the favor of the counselor/teacher. Though more overtly as a teacher and less so as a counselor, the common theme is that the situation of inequality is presumed temporary. Students learn and become colleagues in the profession, while clients presumably gain insight, change, and develop solutions towards their problems. However, ethical codes imply that the status of client can be considered in perpetuity, though they explicity state a minimum of two years of no perosnal contact. On the other hand, bars to faculty-student relationships are often time-and context specific. Perhaps the relationship in counseling is seen as holding more power: to heal or to harm.

Supervision as a bridge between counseling and teaching

Counselor education is often lumped in with the supervision of counselors, since both are seen to be integral to the training of practitioners who must have knowledge as well as skill. Some of the commentary about supervision may be helpful in elucidating aspects of teaching. Bernard and Goodyear (1998) acknowledge supervision to be an intervention, in common with both teaching and counseling, but distinguish supervision from teaching by two criterion that could as well apply to counseling. First, in teaching there is usually an explicit curriculum with objectives that are imposed uniformly on everyone. Second, the focus in teaching is on the group, whereas in supervision, the actual intervention, while having broad common goals of preparing competent practitioners, is tailored to the individual supervisee. Similarly, we can see that while most clients are generally free to choose whether to enter into counseling, or at least have some voice in choosing their counselor; in both teaching and supervision, students and supervisees are rarely given choices about whether or not to take a class or by whom they will be taught. Perhaps the most profound feature distinguishing counseling from supervision and teaching are the evaluative responsibilities of the latter, who must evaluate students and supervisees against criteria that is imposed on them. This can be most uncomfortable, since as Bernard and Goodyear (1988) point out, having first been trained in the nonevaluative role of counselor, the role of evaluator can feel wrong.

The reason that supervision can be a conceptual bridge between counseling and teaching is that it is as close to either role, and shares much in common with both. Supervisors do engage in raising awareness, helping supervisees to examine aspects of themselves that may be stimulated by the process, such as reactive behaviors, feelings, or thoughts, as well as general self-exploration about professional development, ethical issues, or even personal issues. The stuff of supervision; the emotion, cognition, and behavior of human interaction, is the same stuff of counseling. The context and handling of it may be different, but it feels familiar. Much of the decision-making process I go

through as a supervisor is similar to that of a counselor: Shall I encourage exploration of feeling here or provide direction; is a concrete answer more helpful at this point or a reflection of meaning; is this an appropriate place for confrontation or does the alliance need strengthening. Connections form between supervisor and supervisee that feel similar to those of counseling encounters, characterized by a primarily one-way disclosure of information and self-exploration, in the presence of a receptive and authoritative person, reaching extraordinary levels of intimacy.

In a related issue regarding supervision, models of supervision are often based on extensions of counseling theory. On one level, it makes sense that if one believes in a certain systemic way of explaining how people behave, think, feel, and change, that belief system will be extended to one's interactions with most people. So, Patterson (1997) proclaimed that he not only supervises from a client-centered foundation, but that he requires that the supervisee commit to that perspective. In fact, he then went on to state that educational programs should commit themselves to two or three theoretical orientations, with students choosing their theoretical orientation early, and both specializing in and being supervised by teachers and supervisors who have expertise in that orientation.

This stance seems problematic to me for various reasons. I have found that beginning Master's students in Counselor Education barely know the different theories of counseling, much less have the ability to make informed choices regarding their theoretical orientation. In supervising these Practicum students, my experience has been that they often come in expressing an orientation in client-centered counseling. Over the Practicum experience, they begin to learn that the interventions they use and more importantly the ways in which they conceptualize their clients have little to do with their chosen theory. In fact, they had originally picked client-centered counseling because at that stage of familiarity with the theory it seemed simple to them; a matter of reflective listening, empathic responses, and no uncomfortable confrontation. Additionally, Bernard and

Goodyear (1998) caution that while it is inevitable that supervisees will use theory to frame supervision, if it is the only lens available, it may lead supervisors to think in therapeutic ways about supervisees. A teaching metaphor describes supervision better than a counseling metaphor.

Another tricky aspect of taking on teaching by theory is that it contradicts the ethical code (ACA Code of Ethics, F.2.f) that counselors in training should be presented with varied theoretical positions. (ACA, 1995, in Hackney & Cormier, 1996). If I always teach from a cognitive-behavioral perspective, am I implicitly stating cognitive-behavioral approaches to be the best approach? Given the power differential between students and teachers, I believe that I might quite easily give that message with such an approach. In addition, such an approach may not be suitable for every learner. Do I stick to my approach because it works for me, or do I accommodate to the student's needs? According to Centra (1993), student-centered approaches to instruction tend to use a flexibility of approaches to help students understand the material.

Similar to approaches to learning, supervision theory has also been based on developmental models of supervisee growth . The two assumptions that developmental supervision approaches are founded on are that the process of moving towards competence for supervisees is stage-based, and that each supervisee stage requires a qualitatively different supervisory environment. This is akin to the cognitive based theories of learning such as Kolb's model of information processing which identifies four phases of learning entailing different processes and abilities in acquiring new information (Davis, 1993). As learning becomes more complex, students frequently depend upon faculty to assist them with a multitude of obstacles. Svinicki (1990) encouraged instructors to stop viewing teaching as 'covering the content' and to start viewing it as "helping the students learn". Such a change in process orientation can lead to a focus on understanding how people learn and the variables and variations of learning that are possible, which can be accomplished through the use of resources designed to facilitate

learning by transforming college teaching. Here is where knowledge of counseling can inform our teaching, in that the methods we use to enhance client learning through reflection, exploration, encouraging self-reflection, action-oriented learning of putting new understandings into practice, can also be transferred to students.

Becoming a counselor educator

Hazler and Carney (1993) stated that graduates of counselor education master's programs, cited interaction with faculty as the most meaningful part of the program. This is similar in other findings of the importance of faculty-student interaction as an essential element in student satisfaction. Much research states that not only are such interactions important, but that they may be significant to student academic persistence, as well as influencing career aspirations, intellectual development, and personal development (Hazler & Carney, 1993). Notwithstanding, there is little information on the types and characteristics of student and faculty interactions.

As a counselor, like most other people, my perceptions and understandings of teaching counseling were influenced by my experiences as a counseling student. I based my ideas of good teaching on what I had found effective, on teachers who had mentored me or significantly influenced me. My first experiences of teaching were in the context of diversity education, and I constructed that more in terms of group facilitation than teaching. While it was educational, I didn't think of it imparting information, so much as encouraging exploration and self-awareness; a process that seemed congruent with my role as a counselor. It probably helped that diversity education in most university settings is not evaluated in the same ways. While students or staff may be compelled to take it, they are rarely graded and if so, the evaluation is not crucial to their educational progress.

In being taught, I experienced counselor educators from a variety of perspectives. Some were didactic, others used exploration and student discussion as the way to generate learning, while yet others used a variety of methods. No class is perfect, because a

teacher is always working with a group of individual learners, but I noted that the classes which varied the form of instruction were the most engaging for a majority of the time for a majority of students. There was both closeness and distance between the faculty and students. It was a tricky boundary, and different faculty negotiated it differently. Some faculty self-disclosed in great detail, while others kept personal details to a minimum. Some formed personal relationships with certain students, while others were scrupulous about impartial treatment. One of the profoundly important lessons I received was on the necessity of presenting an open stance. Faculty who presented their struggles with deciding how to negotiate the boundaries, as opposed to faculty who seemed to be unreflective, were more effective in modeling ethical thinking, regardless of the content of their decisions.

In my first experience in teaching a graduate class, I was lucky enough to be co-teaching with an experienced counselor educator. I had much of the responsibility for developing the syllabus and course content, though I was guided in numerous discussions with the faculty member. I realized somewhere in the process, that I had been guided even earlier in being encouraged to take a seminar in college teaching; a topic that is rarely addressed within counselor education. With lofty ideals in mind of encouraging peer learning, group work, interactive active learning, we came to an unexpectedly large class of 40 beginning students in counselor education, school counseling, and rehabilitation counseling. The students had a variety of backgrounds, some with years of life and work experience with helping, while others were newly out of college and were basically unfamiliar with the field. The academic preparation differed; the students returning to the academic setting after a long time were uncertain of themselves and needed a different encouragement from the students who had newly graduated and applied experiences of passive learning in their undergraduate education to the graduate setting.

The experience was as much a learning one for me as I hope it was for the students. Having the opportunity to reflect with another person on the class process was

invaluable; I could clarify many of my intuitions and understandings about class needs. In essence, it was a supervised experience in teaching. Heppner (1994) described the effectiveness of practicum experience in teaching on prospective faculty. Self-efficacy as a teacher was an important result of having such a structured experience.

I made other discoveries that I had not really heard of before. I noticed that student expectations were often framed by issues of social identity. In other words, my gender and ethnicity influenced the ways in which students perceived me. There is not much literature on this phenomenon, and my perceptions were confirmed only through the support and advice of experienced faculty, for whom this had also occurred. In a way, it seemed that my voice was often not considered authoritative on course requirements or expectations. On the other hand, students seemed to seek me out for nurturing, while seeking out the faculty member for decisive pronouncements on assignments. I was perceived by some students as too critical and challenging. The feedback I received at the end of the class was enlightening, and influenced the ways I shaped syllabi course content in future classes.

In many ways, I now carry out a process of informed consent with students at the beginning of the course. As I go over the syllabus which I present as a document regarding course expectations and assignments, I also present my philosophy of teaching. It is like telling a client about my style of counseling, and something about my theoretical orientation. I think it is important to bring up the issue of expectations regarding my profession of being a counselor, and clarify that it should not be confounded with my role as a teacher. While I might be a counselor as a professional, as a teacher I have responsibilities of evaluating. I present some of the ways I teach, and seek to know the expectations that students bring in with them.

However, much of this stance is based on a trial-and-error method of teaching. I ask experienced counselor educators questions about teaching, as well as fellow teaching assistants who may have insights into the struggles. I get feedback from students, and try

to ask the right questions that will give the important answers. Students know when they are learning and student feedback is a good source of data on improving teaching (Heppner & Johnston, 1994).

For novice counselor educators like myself, it may be helpful to develop a code of ethics and standards of practice that actively address the issue of educating counselors. Some of the material on adult education may be usefully transferred in this regard. Like adult learners, graduate students in counselor education programs come from a diverse set of backgrounds and experiences. Adult educators continually make decisions and solve problems related to practice, but discussions about ethics have been impeded because of the field's diversity and the tendency to focus on its learner-centered nature rather than its practices (Brockett 1988a).

Brockett (1988b) has proposed a model for helping adult educators think about their decision making relative to ethical issues. Consisting of three interrelated dimensions or levels of ethical practice, the model describes a process that allows adult educators to draw upon their basic values in making practice decisions. Rather than providing prescriptive guidelines, the model helps people discover the best course of action for themselves, reflecting the ambiguous and conflicting nature of adult education.

The model's three dimensions are personal value system, consideration of multiple responsibilities, and operationalization of values. The first dimension--personal value system--helps adult educators answer the questions regarding their belief systems and value commitments. This dimension reinforces the fact that ethical practice begins with an understanding of personal values (Brockett 1988a). Consideration of multiple responsibilities, the second dimension, revolves around the question about the locus of responsibility. Adult educators are responsible to a number of parties, including learners, employing organizations, professional colleagues, and society. This dimension helps them to consider the options or choices available in meeting what are frequently conflicting needs. The third dimension, operationalization of values, asks adult educators to reflect

on the relationship between values and practice. All of the dimensions of this model are applicable to the area of counselor education, as we grapple with the giving of uncertain and contextual information to students who often desire concrete certainties.

In discussing how teachers operationalize their values in the practice of their craft, Caffarella (1988) addresses the third dimension of Brockett's model. In addition to discussing dilemmas that arise from personal value systems and multiple responsibilities, she suggests that teachers also need to model ethical behavior in teaching. According to Caffarella, this practice "requires all participants in the learning activity, teachers and students alike, to be willing to question what is being taught and how the subject matter is being addressed" (p. 114). A substantial part of this process is considering the ethical questions affiliated with the subject matter under discussion.

One of the few areas of counselor education that has attended to the teaching of counselors has been multicultural counseling. The issue of developing multicultural counseling competency in counselors has encouraged attention on articulating capability in multicultural trainers. In an extensive article looking at the state of multicultural counseling competency, training, and research, Ponterotto (1998), identified some key aspects of effective multicultural trainers. The elements begin with a focus on the person of the multicultural trainer, such as a commitment to self-examination, an understanding that the process of multicultural growth is a lifelong one, and being in touch with personal experiences of both oppression and privilege. The next set of elements focus on the faculty interaction with students, modeling openness by self-disclosing about their experiences and own process in developing multicultural awareness as well as sharing with students current stages of identity development, struggles, and goals. The third set has to do with the type of instruction, whereby competent multicultural faculty encourage students, within and without the classroom, to self-explore and serve as mentors, give students permission to risk by making potentially embarrassing mistakes in a safe and respectful space, and process strong emotions and reactions competently. In general,

competency is characterized by the ability to use group process skills in facilitating discussion while setting limits and mediating conflicts, are supportive and empathic towards students, and invested in shaping an environment characterized by exploration, inquiry, and a commitment to multiculturalism in and out of the classroom. (Ponterotto, 1998).

Faculty development is an important issue in higher education. According to Millis (1994) there are compelling reasons for strong programs, since there has been a renewed emphasis on the role of teaching. There is a perception on the parts of students, parents, and often educational funding institutions that the academy has viewed teaching as a necessary evil in the pursuit of research. Technological changes in instructional methodology require some training, as opposed to the more traditional idea that knowing a subject was sufficient to teach it at the university level. Student populations are changing too, with a broad and diverse array of students entering programs. Old teaching methods may not be effective with students who may bring a wealth of work experience, come from diverse backgrounds, be part time, or underprepared. Cross (1986, in Millis, 1994) argued that the low-performing student needed good teaching to be able to attain mastery, while the mature students demand good teaching in return for the money they are paying. Finally, just as new paradigms evolve in counseling theory, so do they in teaching and learning. The shift is a new vision of the classroom, one predicated on student-centered, interactive teaching methodology. Just as counselors are required to have a realistic perception of the world to be able to counsel effectively, counselor educators need to be cognizant of the developments in teaching practices.

My interest in teaching is not altruistic. In counseling, my reward comes when I am a part of the process through which a client successfully works through issues that were debilitating. Similarly, when I teach, I find the journey exhilarating. I start by facing a diverse group of strangers who hold unknown expectations, backgrounds, interests and motivations. Together, we move through the stages of

climate-setting, modeling, discussion, and critique, and learning about each other. Negotiating, mediating, evaluating, and challenging myself as much as the students to involve ourselves in the process, is essential to this process. Facilitating the building of a community of learners; and ending with a group of familiar colleagues who join me in the profession are my rewards.

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